DOCUMENT RESUME

ED 170 599 CE 021 474

AUTHOR	Lyons, Lynn
TITLE	Kenny and Karen Career in Hospitality and Recreation Land.
INSTITUTION	Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
SPONS AGENCY	New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE	Mar 79
NOTE	65p.
AVAILABLE FROM	New Jersey Vocational-Technical Curriculum Laboratory, Building 4103-- Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($3.25, plus postage)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Art; *Career Awareness; Handicrafts; Instructional Materials; Learning Activities; Music; Outdoor Education; *Primary Education; Primary Grades; *Recreation
IDENTIFIERS	*Hospitality Occupations

ABSTRACT

This booklet is part of a series of activity booklets designed to increase the child's awareness of careers. It also provides reinforcement activities of the basic skills. In this particular booklet children in grades K-2 are introduced to careers in the field of hospitality and recreation. The subjects of the teaching sections are children's introduction, desk clerk, room attendant, recreation director, arts and crafts instructor, dancing instructor, baseball coach, snack counter sales, little theater, trail guide, swimming instructor, cleaner, hairdresser, tennis instructor, game room director, hotel manager, host/hostess, chef, piano player, and evaluation. Each section contains objectives, narration, learning activities, and suggested resources (e.g., records, films). Twenty activity sheets (e.g., cut and paste, coloring, mazes, hidden articles, jumbled letters) are also included. (CT)

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State of New Jersey
Department of Education
Division of Vocational Education
and Career Preparation

Kenny and Karen Career in Hospitality and Recreation Land

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U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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March 1979

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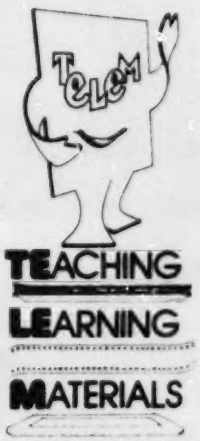

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NEW BRUNSWICK, NEW JERSEY

TEACHER'S INTRODUCTION

This booklet is part of a series of activity booklets designed to increase the child's awareness of careers. It also provides reinforcement activities of the basic skills. In this particular booklet the r.ogical Karen and Kenny Career will guide the children on a trip through Hospitality and Recreation Land.

The materials in this booklet can be successfully used in kindergarten through second grade. These activities are intended only as a guide. You may feel it necessary to change, leave out, or add material to fit the abilities and interests of your students. Feel free to duplicate any of the materials in this book.

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CHILDREN'S INTRODUCTION

Objectives:

The children will learn about hotels and other vacation facilities.

The children will draw and construct hotels.

Narration:

"I can't wait till we go on our vacation to the hotel in the mountains!" exclaimed Pat.

"Oh, I don't know," said Pam, "there probably will be nothing for us to do."

"Gee, I never thought of that," said Pat sadly.

Just then there was a puff of smoke, and Karen and Kenny Career appeared, both smiling broadly. "Hi! Pam and Pat, please don't worry," said Kenny. "We're going to take you on a trip to Hospitality and Recreation Land, where you'll see some of the many things that you can do."

"Wow-eee!" cried Pam and Pat, "This will be fun!"

Activities:

1. Make a chart comparing a hotel and a house — both similarities and differences.

2. List the different types of places you can stay in when on vacation.

3. Class effort. Construct a large hotel from blocks. Leave the back open to make rooms that can be looked into. Use

cardboard to divide it into rooms. Furniture can be made from popsickle sticks and painted. After encountering each new person in later chapters, add him/her to the hotel and its surroundings.

4. Have each child paint a picture of a hotel. (Hang photographs or drawings around for the pupils to refer to.) Cut open the doors and windows so they can open and close. Paste a sheet of paper on the back of the picture. Open the windows and doors and draw a scene in each one. Paint the back of the second paper to look like the back of the hotel. Hang from the ceiling on string.

5. Ask each child to tell about "My best vacation."

6. Have children complete activity #1. The pieces are to be assembled and pasted on another page, forming Kenny and Karen Career.

Resources:

Records

Building Work Habits. Mc Graw-Hill (Also filmstrip of the same name.)

Films

Bob a Job. Sterling

DESK CLERK

Objectives:

The children will be able to tell the meaning of four words associated with a hotel lobby.

The children will list the duties of a desk clerk.

Narration:

Suddenly Pam and Pat found themselves in the lobby of a large hotel. There were chairs and couches all around. In the middle of the room was a large counter with a man behind the counter talking on the telephone. "Let's go ask the desk clerk for help," said Karen.

"Good morning. My name is Mr. Peeps. May I help you?" said the man behind the counter.

"Yes. My name is Kenny Career, this is my sister Karen, and these are my friends Pam and Pat."

"Oh, yes, we've been waiting for you all. Your room is ready. Will you just sign the register, please."

Activities:

1. Write the new vocabulary words on the board: lobby, counter, desk clerk, register. Ask the children if they can explain what they mean.

2. Ask the children to close their eyes and picture a large hotel lobby. Go around the room and ask each child to describe something in the lobby. Write their descriptions on the

blackboard. When everyone has has a turn, read aloud all the descriptions, one at a time. Pass out paper and ask the children to draw the lobby they have just described.

3. Construct your lobby in the hotel made of blocks.

4. Make a list of duties of a desk clerk. What things must the desk clerk learn in order to do the job?

5. Role-playing. Choose five children – a desk clerk, mother, father, little boy, little girl. Situation: The mother and father have come to stay at this hotel. It is late at night, and the children are cranky. The desk clerk must take care of them.

6. Have children complete activity #2. The children will write their own names and the names of members of their family in the register. They will then color the picture.

ROOM ATTENDANT

Objectives:

The children will learn about room attendants.

The children will learn about tipping.

Narration:

Mr. Peeps rang a bell on his desk, and a young man in a blue uniform came up to the desk. "This is Billy the room attendant," said Mr. Peeps. "He will take your bags to your room." For the first time Pam and Pat noticed that they had arrived at the hotel with two heavy suitcases. Billy carried the suitcases and they all followed him into the elevator and to their room. Billy did not seem to think the suitcases were very heavy.

"This is your room," said Billy as he opened the door and set the cases down. "I hope you enjoy your stay. If I can get you anything, just ring for me."

"Thank you, Billy," said Karen. "We will." She gave Billy a tip as he left the room.

Activities:

1. Discuss
   a. What is a tip?
   b. Why do you tip someone?
   c. Who are some of the other people you tip besides a room attendant?

2. What kinds of skills must a room attendant have?

3. If possible, have a room attendant visit your class and explain the job to the children. Discuss the hours that a room attendant works.

4. Have each child make a stick figure from popsickle sticks and make attendants' uniforms from construction paper. Place the attendants in various rooms in the block hotel.

5. Have children complete activity #3, tracing a path through the maze.

RECREATION DIRECTOR

Objectives:

The children will list types of recreation activities.

The children will learn the work of a recreation director.

Narration:

After unpacking their suitcases, they all went into the elevator and down to the lobby. Kenny asked, "Mr. Peeps, could you tell me where I could find Ms. Pro, the recreation director?"

"Oh, yes, she is in her office – the last door on the left," replied Mr. Peeps.

They knocked on the door and were greeted by Ms. Pro.

"I'm so glad to see you all. I plan to show Pam and Pat as many of the types of recreation as I can, today. My job is to make sure that there is something for everyone to do when they come to our hotel, the Holiday Hotel. I hope you enjoy your visit, children."

Activities:

1. Make a list of the various types of activities Ms. Pro could provide for the guests at the hotel.

2. Look up "recreation" in the dictionary and discuss the meaning of the word. What are some of the things that children do for recreation?

3. Discuss the job of a recreation director. What are the

qualifications? Is the director an instructor? Where else would a recreation director be needed?

4. Many schools have a recreation director. Ask the director in your school or a neighboring school to visit the class and explain his/her job.

5. Using the list of different types of recreation, have each child choose one and mold something related to that type of sport from clay (e.g., baseball – a bat). When the clay is dry, paint the objects and display them along with the list of activities.

6. Have children complete activity #4.

Resources:

Films

Fabulous Harlem Globe Trotters. Creative Film Society.

Gymnastic Flashbacks. Pyramid

Songs

Carmichael, Hoagy. *Bustin Out of Doors.* "Songs for Children" (page 5), Simon and Schuster

ARTS AND CRAFTS INSTRUCTOR

Objectives:

The children will learn where instructors in arts and crafts are needed.

The children will do some craftwork themselves.

Narration:

"We had better get started," said Ms. Pro. "Our first stop will be the Arts and Crafts Room." It was a large room filled with tables and many materials. There were people of all ages working at the various tables.

"I would like you to meet Mr. Popple and Ms. Wiggles," said Ms. Pro. "They are our arts and crafts instructors. Their job is to teach people to make things, and to give help and suggestions."

"Oh, I just love those beaded necklaces!" cried Pam. "Could you show me how to make one of them?"

"I'd like to carve something from wood," said Pat.

"Sure. We'll be glad to help," said Ms. Wiggles and Mr. Popple.

Activities:

1. Discuss the various places a person would be needed to teach arts and crafts: school, playground, camp, community house, adult classes, etc.

2. Make necklaces from macaroni and string. Paint them after they are strung.

3. Help children to compose two-line limericks about some of the various things that can be done in arts and crafts.
   Example: I once made a necklace of string –
   it sure was a funny-looking thing.

4. Have children complete activity #5. Color the bracelets, cut them out, and paste to a piece of cardboard curved to fit the wrist.

Resources:

Books

Saunders, John Richard. *The Golden Book of Nature Crafts.* Golden Press

Rockwell, Harlow. *I Did It.* Macmillan

Films

Crayons. Macmillan

Matrioska. National Film Board of Canada

DANCING INSTRUCTOR

Objectives:

The children will learn about the profession of dancing instructor.

The children will learn about different types of dancing.

Narration:

"Our dancing classes have been very successful," said Ms. Pro. The dancing room was large and bright, with many mirrors on the wall. At that moment some of the children were doing somersaults on long mats. The dancing instructor came to greet her guests. "This is Peter Minuet," introduced Kenny. "He gives lessons in many types of dance, including modern jazz."

"Yes," said Mr. Minuet, "we have a very popular class in belly dancing that many of our young guests enjoy."

"Well," said Pam, "I don't know about a belly-dancing class, but this would sure be a great place for a baseball game when it rains."

Peter Minuet laughed. "I think that's out of my department, Pam," he said.

Activities:

1. Encourage the children to discuss any dancing experience they may have had, or that someone they know had.

2. Make a list of the various types of dancing.

3. Ask someone who has taken dancing lessons to show the class a simple step. Let the children practice till they have mastered this step.

4. Cut out large circles and ovals from construction paper. Have the children make collages of people dancing. Hang them in mobiles from the ceiling.

5. Bring in some records suitable for some current type of dancing. Encourage movement and free expression.

6. Take a class trip to a local dancing school. Ask the instructor to give a short talk to the children, telling about his/her career and its various branches. Write up an experience chart.

7. Take a trip to see a play or movie which has a lot of dancing in it.

8. Have the children complete activity #6. They are to use the middle and index fingers alternately, while singing "Mary Had a Little Lamb."

Resources:

Books

Southoff, Hermine. *Tap Dance for Fun.* Barnes

Records

When I Grow Up — Ballet Dancer. Young People's Records
Dance Along. Folkway Records
Dance a Story About Balloons. Victor
Big Hits for Little People. RCA – Camden
The Little Ballerina. Victor
Let's Dance. Children's Record Guild

Movies

Be Gone, Dull Care. National Film Board of Canada

Fiddle De De. Disney

The Sorcerer's Apprentice. Weston Woods

Songs

Landeck, Beatrice. *Dancing Dollies* (page 98), "Songs to Grow On." New York: Sloan Assoc., Inc.

BASEBALL COACH

Objectives:

The children will tell which games need coaches.

The children will learn what a coach does.

Narration:

"If you'd like to visit the baseball field, we'll go there now," said Karen. "You'll like Coach Pitchit. He can give you a few good pointers."

"I need some batting practice," said Pam. "Tryouts for the school team are in two weeks."

Mr Pitchit was very helpful. He let Pam and Pat play a game with some of the other children. He even gave them tickets to the tournament that the hotel team was playing in.

Activities:

1. On the blackboard, make a list of the various games that need a coach.

2. Ask a school coach to tell the class about his/her job. What qualifications does a coach need?

3. Play a baseball game with the children, using a kickball and bat. Make the bases shorter than standard if necessary. Be sure to go over the rules. Have a practice game first and schedule the "real" game for another day.

4. Pair off the class and choose one child in each pair to be the coach. His/her job is to tell his/her partner exactly what to

do, and the partner must do only as instructed. Choose a simple task for each team, such as putting on a coat, writing a name, throwing a ball, etc. The coach must instruct the partner in performing the task, taking one step at a time.

5. Have the children complete activity #7. After unscrambling the words, they will sing the song together.

Resources:

Books

Gibson, Terry. *Big League Batboy.* Random House

Green, Carla. *I Want To Be a Baseball Player.* Children's Press

Christoper, Mathew F. *Little Lefty.* Little Press

Renick, Marion. *Boy at Bat.* Scribner

Bechard, Marshall and Sue. *Sports Hero, Brooks Robinson.* G. P. Putnam's & Sons

Films

Casey at the Bat. Disney

SNACK-COUNTER SALES

Objectives:

The children will learn about the job responsibilities of a snack-counter worker.

The children will experience running and buying from a snack counter.

Narration:

"Let's stop for lunch at the snack bar," suggested Kenny. "Jill, the girl that works there, makes great hot dogs."

"Wow-eee," said Pat, "I love hot dogs. If I watch her, maybe I'll learn to make them."

They all sat at the counter and ordered hot dogs, french fries, and soda. "This counter is nice," said Pat. "I would like to work here and wait on customers all day long. That would be fun."

Activities:

1. Discuss the various jobs that Jill would have to do.

2. Set up a counter in school. Put one child in charge of counter each day. This child must collect the money from the other children and give them their snacks. The customers must wait their turn in line.

3. Make one large collage from magazine pictures of things that can be sold over a counter.

4. Have children complete activity #8.

Resources:

Film

The Pawn Shop. Black Hawk.

LITTLE THEATER

Objectives:

The children will become familiar with some aspects of the theater.

The children will engage in several different types of dramatic activities.

Narration:

"If we hurry we can watch the dress rehearsal for the new play being presented in the Little Theater," said Ms. Pro.

The theater was dimly lighted, and the children sat in the back row. "This show stars the people who are guests at the hotel," explained Ms. Pro. "We have our own producer and director to get the show ready and to pick the cast."

"The producer and director look like they've been working hard," said Pam.

"They sure have," replied Karen, "but it will all be worth while on opening night."

Activities:

1. Introduce the children to some of the new terms: producer, director, cast, opening night.

2. Take the children to see a stage production. If possible choose one that has children in it.

3. Make an experience chart of your trip.

4. Have the children stage their own play. Those who do not want to be in the cast can work on the scenery, costumes, props, etc.

5. Make puppets from old socks. Use the puppets to recreate or dramatize a favorite story.

6. Do some role-playing. Let the children act out a given situation spontaneously.

7. Make a chart of the differences and similarities in movies and plays.

8. Have children complete activity #9. They will use these puppets to dramatize their trip through Recreation and Hospitality Land.

Resources:

Books

Carlson, Bernice. *Act It Out.* Wells, Abingdon
Schiran, Karl. *The First Book of Acting.*
Galdone, Paul. *Three Aesops Fables.* Seabury Press

TRAIL GUIDE

Objectives:

The children will learn what a trail guide does.

The children will go on a nature trail.

Narration:

"Let's see if Mr. Oaks has left yet," said Ms. Pro.

"Who is Mr. Oaks?" asked Pam.

"He is one of our trail guides," explained Ms. Pro. "His job is to lead a small group of people on a nature hike. He will point out many of the interesting plants and animals along the way. He also will give you some important safety rules for when you are in the woods."

"Let's hurry," exclaimed Pat. "I think I see Mr. Oaks leaving now!"

Activities:

1. Take the class on an imaginary nature hike. You guide them while they do the actions along with you. Use as much movement as possible.

2. Paint a forest mural on a large sheet of paper. Be sure to include some of the animals that live in the woods.

3. Make forest animals from orange-juice cans. Paint the cans, then cut out and paste faces and tails made from construction paper.

4. Visit a nearby reservation or nature trail.

5. Have children complete activity #10. They will cut out the individual pieces and paste them in suitable places in the picture of a nature trail. Then they will color the picture.

Resources:

Records

Forest Patrol. Sound Book Press Society

Walk in the Forest. Marie Ets, Young People's Records

Nature Songs. Motivation Records

When the Sun Shines. Young People's Records

Movies

Adventures. National Film Board of Canada

Books

Rambeau, John and Nancy. *Jim Forest and Ranger John.* Harr Wagner Publishing Co.

SWIMMING INSTRUCTOR

Objectives:

The children will know what a swimming instructor does.

The children will learn water safety rules.

Narration:

"Who would like to go for a swim?" asked Karen.

"Me! Me!" cried Pam and Pat. "That would really cool us off."

There was a big pool for people who can swim and a small pool that was not deep for those who could not swim.

"I'm glad to see that you hold swimming classes here," said Kenny. "It's very important to know how to swim before going in deep water."

"It sure is," said Pat. "I went to beginner swimming classes last year. Now I can swim across the pool. Soon I'll be able to take lessons in the advanced class with Pam. We learned about safety in the water, too."

"Our swimming instructors have both beginners' and advanced classes," said Ms. Pro. "We even have a special diving class. Everyone who works at our pool is very concerned about water safety. I'm glad to see you are too."

Activities:

1. Write up water safety rules, one or two to a page. Have the children illustrate these rules. Make copies for each child. Bind the sheets into booklets. Each child will then have a book on water safety.

2. Practice various types of swimming strokes with the class.

3. Call your local YMCA or town pool. Request one of the swimming instructors to speak to the class about his/her job. Ask the instructor to be sure to bring applications for swimming lessons so the children can take them home.

4. Discuss some of the other jobs associated with water and water safety.

5. Have children complete activity #11.

Resources:

Records

Songs of Safety, sung by Frank Luther. Decca

Books

Fleurida, Ellie. *I Learn To Swim.* Macmillian

Fishel, Richard M. *Terry and Bunky Learn To Swim.* Putnam

Olsen, Einar A. *Swimming.* Creative Education Society

Films

The Moods of Surfing. Pyramid Film Producers

Paddle to the Sea. National Film Board of Canada

CLEANER

Objectives:

The children will tell what the duties of a cleaner in a hotel are.

The children will practice cleaning.

Narration:

As everyone was drying off after swimming, Pam said, "I wonder who takes care of all these wet towels."

"Well," replied Kenny, "the hotel hires people to keep the rooms clean. The people who do this job are called cleaners. Their job is to clean up the rooms and make the beds each day. Many people leave the cleaner a tip to thank her for doing a good job of keeping the room clean."

"That sounds pretty good," said Pat. "I have to clean my room, too, but I never get paid."

Activities:

1. Discuss the importance of having cleaners in hotels. What are some of their duties?

2. Make "dusters" from strips of old material stapled at one end. Make handles from paper-towel rolls. Keep the classroom neat with these dusters.

3. Have the children think of some of the other jobs that must be taken care of at a hotel to keep it neat and clean.

4. Select clean-up committees for the various classroom jobs, just as certain people do certain jobs at the hotel.

5. Have children complete activity #12.

Resources:

Books

Evans, Katherine. *The Maid and Her Pail of Milk.* Whitman

Lipkind, William. *Magic Feather Duster.* Harcourt

HAIRDRESSER

Objectives:

The children will learn about the jobs involved in hair care.

The children will create hair styles.

Narration:

"My hair is all wet and messy," said Pam.

"Mine, too," said Pat.

"Why don't we all go downstairs to the Hair Salon," said Ms. Pro.

"That's a good idea," said Kenny.

In the Hair Salon there were four hairdressers to take care of the customers. They washed, cut, and set hair in all different styles.

"Don't you love my new hairstyle!" exclaimed Pam when she was finished.

"It's OK," said Pat, "but I think I look like a movie star, now, don't you?"

"I think you both look just right," decided Karen.

Activities:

1. Have each child make an egg-shaped face, draw a favorite hairstyle on the head, and then draw the features. Cut out the heads and make a bulletin board of "Styles Created by Room – –."

2. Take a class trip on a tour of a beauty salon, barbershop, or unisex hairdresser. Let the children observe the tools used and the process of caring for hair. Ask one of the hairdressers to speak to the children about the job and the schooling necessary.

3. Cover a large box with heads of people with different hairstyles cut from magazines. Put a plastic coating over the box and use it for storage.

4. Discuss the importance of keeping the hair neat and clean.

5. Have children complete activity #13, cutting out the pictures and pasting them on a separate piece of paper.

Resources:

Books

Appell, Clara. *Now I Have a Daddy Haircut.*

TENNIS INSTRUCTOR

Objective:

The children will learn about the job of tennis instructor.

Narration:

"I saw the tennis courts by the pool," said Pat. "It looks like a lot of people are playing tennis tonight."

"They're not there to play tonight," said Ms. Pro. "We are having a match between the instructors and some of our guests. There are about four tennis classes each day for our guests. The instructors give beginners' and advanced lessons. There is even a class on a smaller court for children."

"Gee, that sounds like fun," said Pam. "Now we can learn to play tennis on our vacation."

Activities:

1. Discuss the qualifications of a tennis instructor. What other games can you take lessons in?

2. Play short games of "tennis" with badminton set.

3. Take the children to watch a e of tennis at a local court.

4. Ask a qualified tennis instructor to speak to the children about his/her job.

5. Do a dance to music, holding a tennis ball in one hand and recreating various tennis movements in time to the music.

6. Have children complete activity #14.

GAME-ROOM DIRECTOR

Objectives:

The children will list indoor games.

The children will play games.

The children will appreciate the need for having rules for games.

Narration:

"Let's take a walk to the game room and meet Mr. Hopple, the game-room director, said Karen.

The game room was filled with all kinds of indoor games, such as checkers, jacks, Ping Pong, etc. "Hello," said Mr. Hopple, "I'm glad you stopped in. My job is to help people find a game they would enjoy, and to take care of all our games. How would you like to play a game of checkers?"

"I would," said Pat. "Maybe you could help me beat Pam."

Activities:

1. Make a list of all the indoor games that the children can think of.

2. Discuss the importance of following the rules when you play a game. Discuss the importance of good sportsmanship.

3. Make an experience chart after having a game period.

4. Make a chart comparing indoor and outdoor sports, including similarities as well as differences.

5. Fold pieces of drawing paper in half. On one side have the children draw a picture of an outdoor sport; on the other side, an indoor sport.

6. Use pieces of black and red construction paper to make a life-size checker board. Let the children be checker pieces. Choose two people to move the pieces.

7. Have children complete activity #15. The children will cut out the cards, lay out one set in a row, and then match the other set, card to card. The first set can be shuffled and the process repeated.

Resources:

Books

Stanek, Muriel. *How Rules and Laws Help Us.* Chicago, Ill.: Benefic Press

HOTEL MANAGER

Objectives:

The children will list the duties of a hotel manager.

The children will begin to understand the duties of a "boss" compared with those of the employees.

Narration:

"There really are lots of things to do here," said Pam. "I guess I didn't have to worry about our vacation after all."

"Who do you think hires all these people?" asked Pat.

Kenny explained. "There is a hotel manager, whose job is to see that everything is taken care of at the hotel. The manager must check to see that all the guests are happy, and to make sure that all the workers are doing their jobs."

Activities:

1. Make a list of some of the things a hotel manager might be in charge of.

2. Discuss the role of "the boss." How is his/her job different from the employees' jobs?

3. Role-playing. Let one child be the boss during clean-up time. Get the children's reaction. Do you mind doing what the boss says? Do you like to tell others what to do?

4. Play "Manager Tag." Choose one child to be the manager. The last person to be tagged will be the new manager.

5. Play "Follow the Manager." The class lines up in a single line behind the manager, who leads them in doing different body movements around the classroom.

6. Have children complete activity #16.

HOST/HOSTESS

Objective:

The children will know what a host or hostess does in a restaurant.

Narration:

"Let's go into the hotel restaurant for dinner," suggested Karen. "They have delicious food."

The restaurant was decorated in blue with candles on the tables. There was a hostess who lead the guests to their tables and gave them their menus.

"Right this way," said the hostess. "I hope you enjoy yourselves."

Activities:

1. Discuss the difference between a waiter or waitress and a host or hostess.

2. Make stick puppets and depict a restaurant scene.

3. Put various utensils from a tea set (silverware, cups, plates, etc.) in a bag. Blindfold the child and have him/her pick one object out of the bag. S/he must describe the object as completely as possible, then guess what it is.

4. Have children complete activity #17.

CHEF

Objectives:

The children will know what a chef does.

The children will compare a restaurant kitchen to a fast-foods kitchen.

Narration:

"Look at all the different foods on this menu! Does the waiter have to cook them all?" asked Pam.

"No," said Kenny. "There are chefs who do all the cooking. They cook some foods in very large amounts. The chef and the other kitchen workers prepare all the food that's on your plate."

"This chef sure did a good job!" exclaimed Pat. "My dinner is delicious."

Activities:

1. Make a list of the different categories of food, e.g., meats, vegetables, etc.

2. Make chef's hats from newspaper and let each child prepare a peanut butter and jelly snack.

3. Make a number of cards following this pattern: "If I were a cook in an (Italian) restaurant I would make — — —." Let each child pick a card and complete the sentence.

4. Arrange a class trip to a restaurant to take a tour of the kitchen. Point out the utensils used.

5. Write up an experience chart of your trip.

6. Arrange a class trip to a participating McDonald's, where the children will be given a tour and a free soda.

7. Write up an experience chart of the trip.

8. Compare the restaurant kitchen with McDonald's kitchen.

9. Have children complete activity #18.

Resources:

Films

Dragon Stew. BFA

Lickety-Split Licorice. Sterling

PIANO PLAYER

Objectives:

The children will explore the field of music and musicians.

The children will perform musically.

Narration:

"Who is that man going up to the piano on stage?" asked Pam.

"He plays the piano to entertain the guests," replied Karen. "He also sings some songs."

"I bet it took a lot of piano lessons to play that well," said Pat.

Activities:

1. What other types of entertainers are there?
2. What other fields can musicians go into?
3. Arrange for the children to hear a live piano performance.
4. Make a list of the different types of music lessons a child can take.
5. Make shakers from orange-juice cans and dried beans. Have the children shake them to music. Eventually present rhythmic patterns for them to follow.

6. Put on a show. Arrange for a number of solo and group performances. Invite the parents or another class to the performance.

7. Have children complete activity #19. They will cut out, scramble, and put the puzzle pieces back together. The puzzle can be pasted on oaktag or heavy paper for longer wear.

Resources:

Movies

Anatole and the Piano. Contemporary Films
Brementown Musicians. Films Inc.
Circustown. NBC
The Most Marvelous Act. Xerox
Night N Gales. Black Hawk
Peewee's Pianola. Sterling
Tammy the Toad. BFA Educational Media

Books

Palazzo, Tony. *The Four Musicians.* Doubleday and Co.

Songs

Carmen, Carl. *Anthony the Trumpeter.* Page 69 of "America Sings." Alfred A. Knopf

EVALUATION

Objective:

The children will review what they have learned about hospitality and recreation.

Narration:

"I think we've seen enough of Hospitality and Recreation Land for one day," said Kenny.

"I am getting a little tired," said Pat.

"Me, too," said Pam. "We've really enjoyed our day today. Now we know what to expect when we go on our vacation."

"In a puff of smoke, Pam and Pat found themselves back in their own home. "Good-bye Kenny and Karen," waved the children. "Thanks again."

Activities:

1. Let the children recreate their trip through Hospitality and Recreation Land in chain style. (One child begins with a thought and the next child adds to it.)

2. Have the children draw a picture of themselves dressed in the clothes of one of the people they met in Hospitality and Recreation Land.

3. Have the children act out the question "What do you want to be when you grow up?" The rest of the class must guess what the performer wants to be.

4. Have children complete activity #20.

Resources:

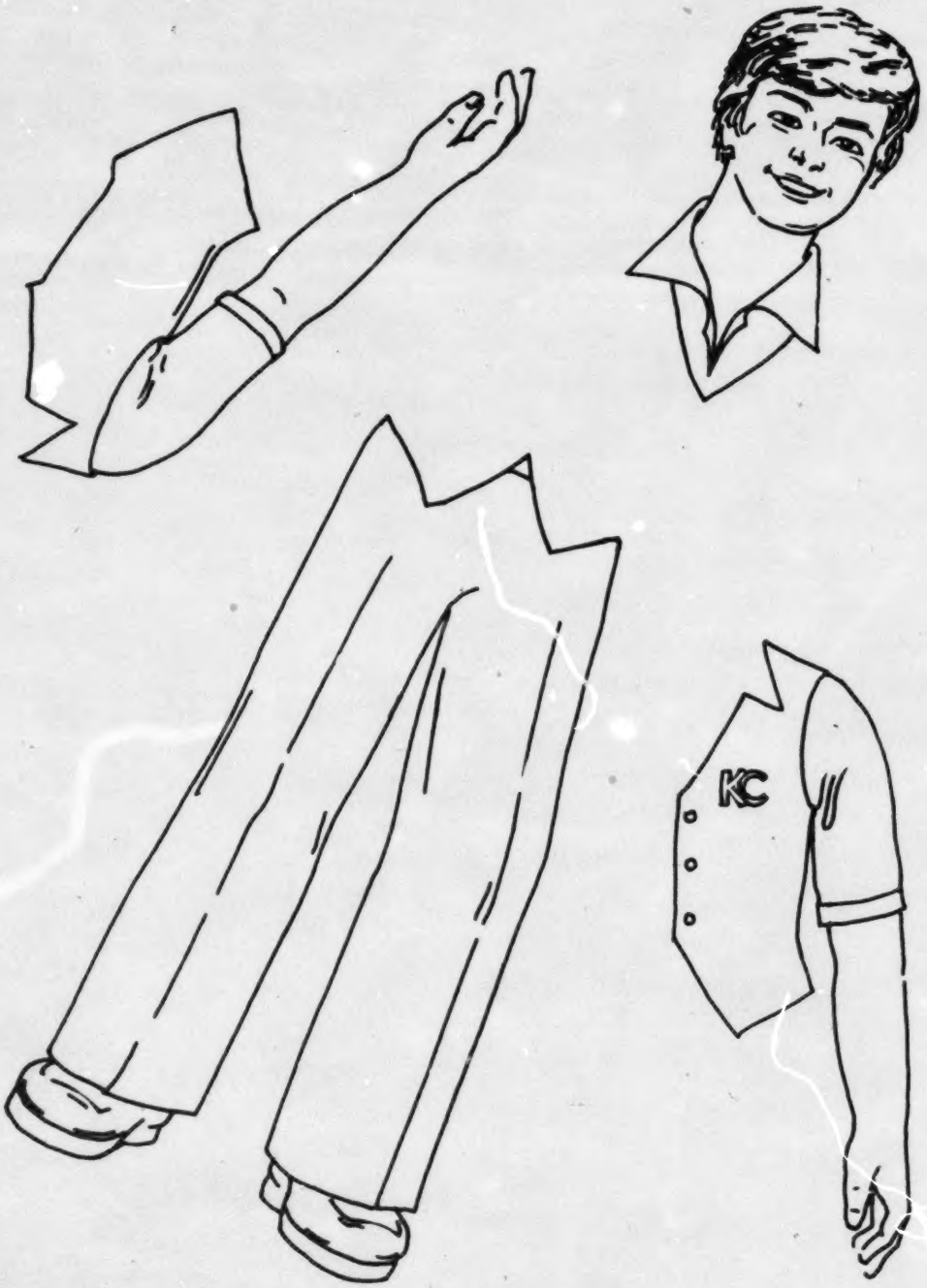
Films

For Pete's Sake. Black Hawk

The Rug Maker. Learning Corporation of America.

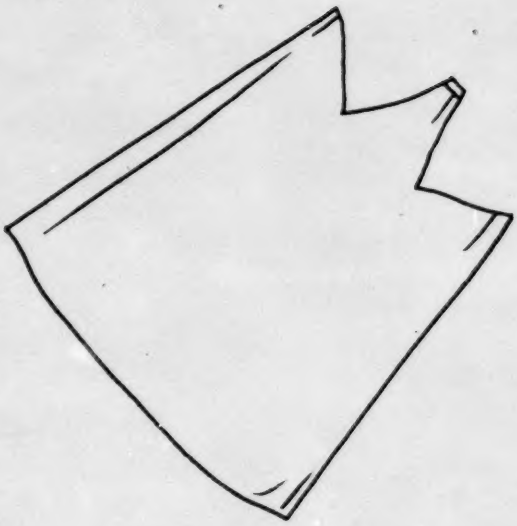
ACTIVITY #1-A

Cut out my pieces and put me together.



ACTIVITY #1-B

Cut out my pieces and put me together.

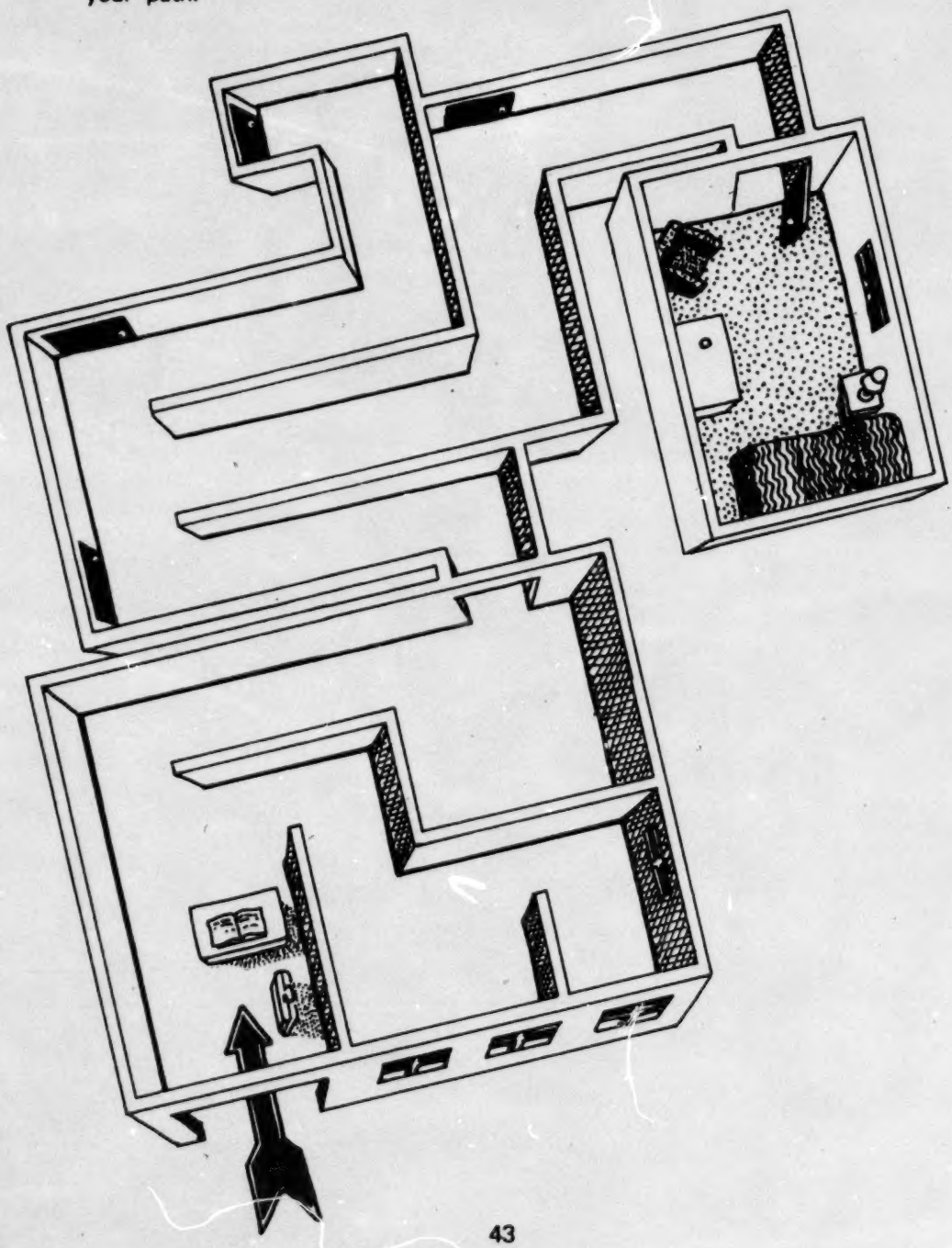


ACTIVITY #2

Sign the register book for yourself and your family. Color the hotel lobby.

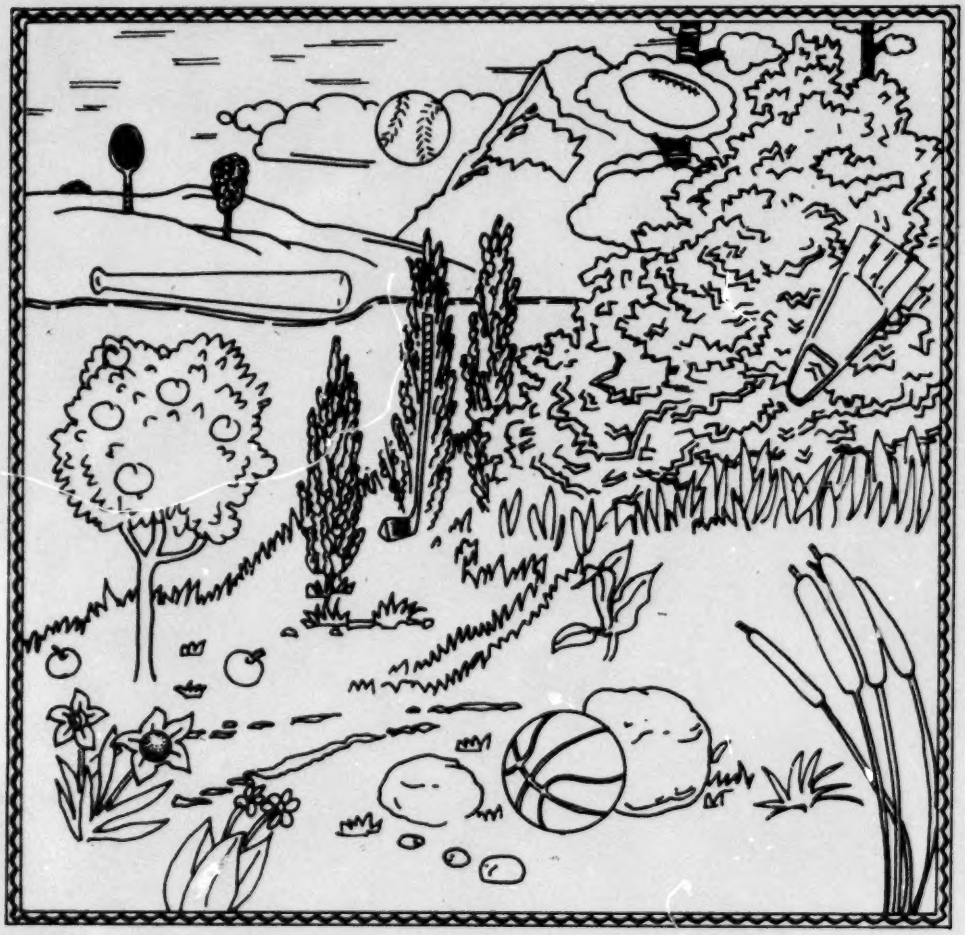
ACTIVITY #3

Find your way from the lobby to the hotel room. Use a pencil to draw your path.



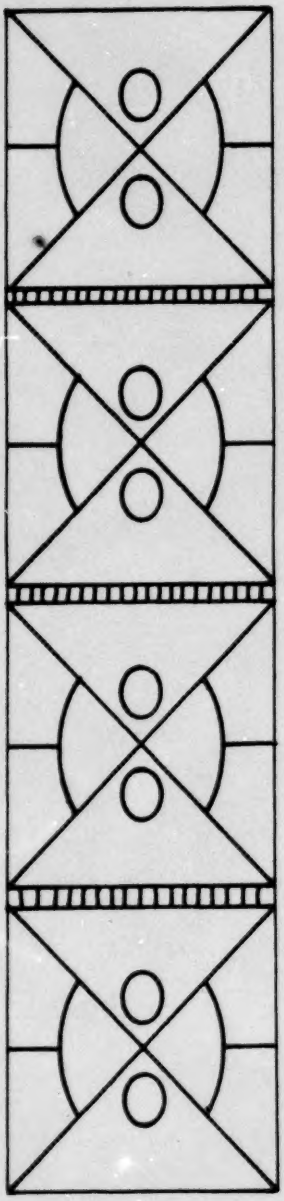
ACTIVITY #4

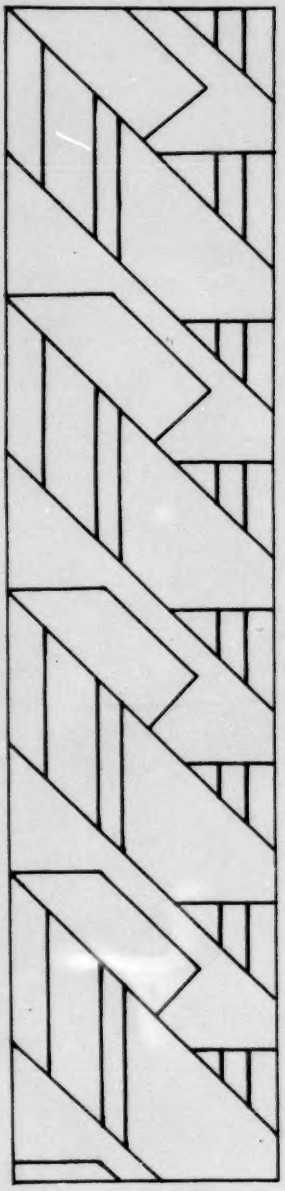
Circle the recreation equipment you find hidden in the picture.



ACTIVITY #5

Make your own Indian bracelets.

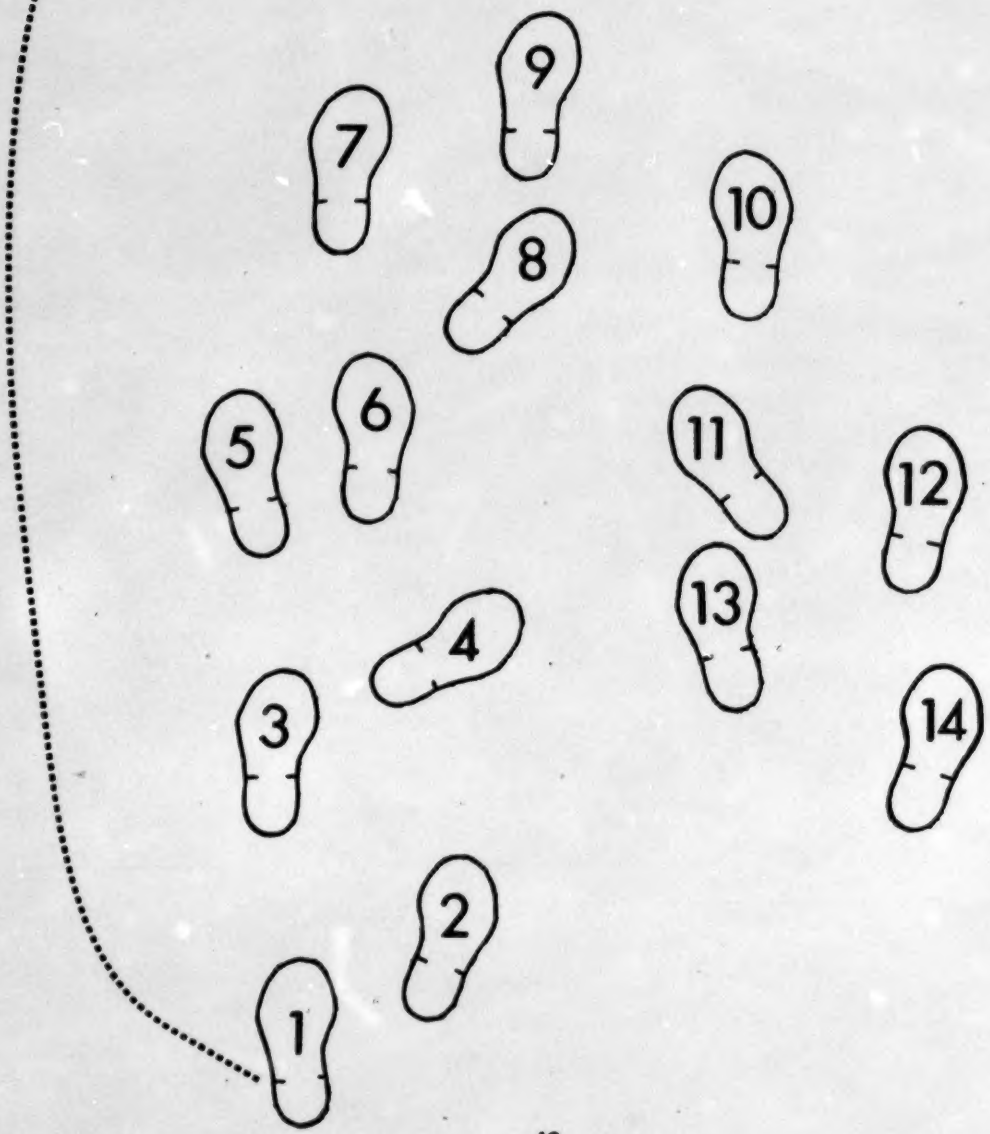




ACTIVITY #6

Follow the dancing feet!

Sing: *Mary had a little lamb,*
little lamb, little lamb.
Mary had a little lamb.
Its fleece was white as snow.



ACTIVITY #7

Unscramble the words to this favorite song:

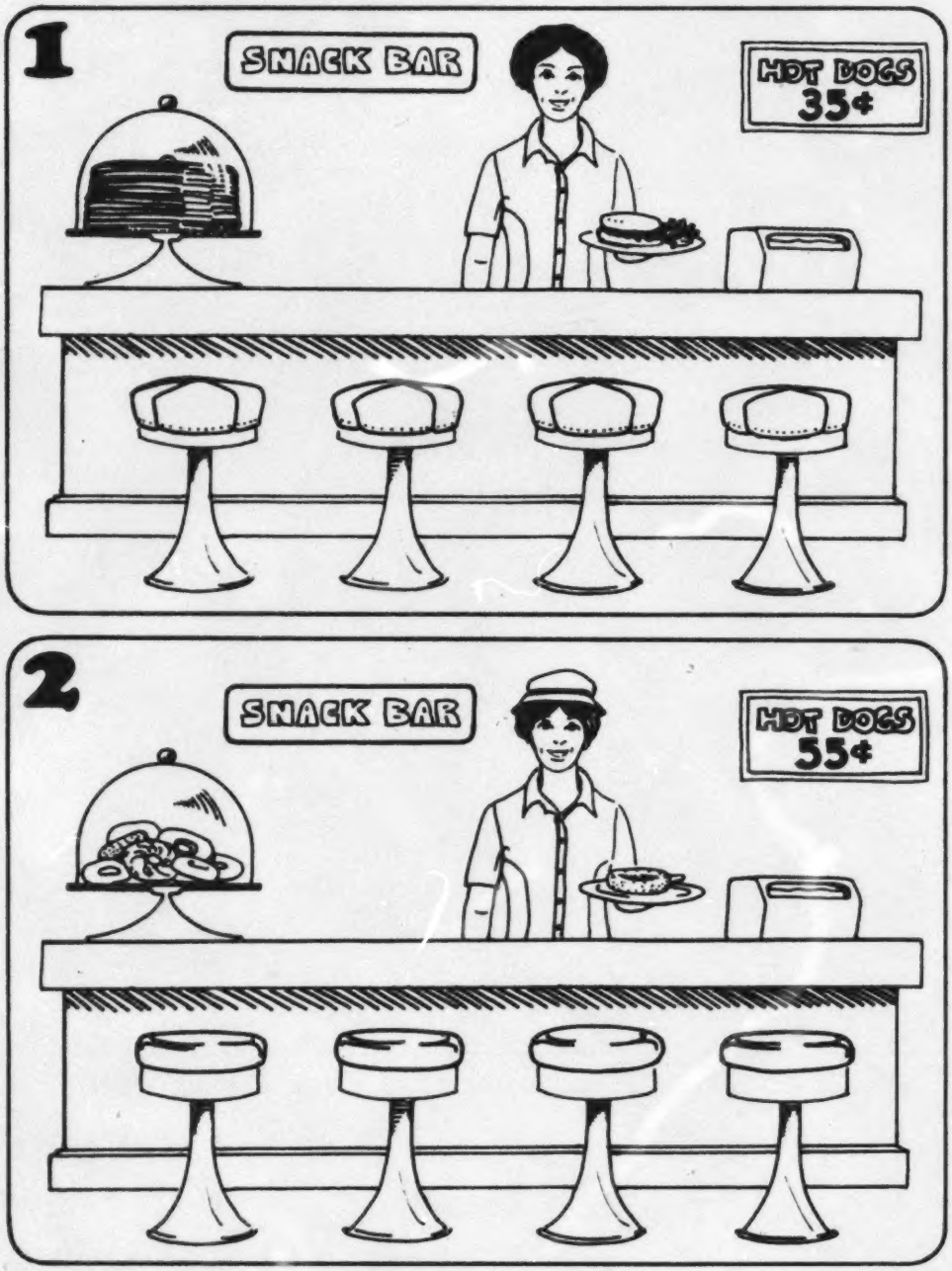
1. aTke me uot ot hte Blla Gmae,
2. Tkae me otu ot het cordws.
3. Byu me osme paentus and Carckre Jckas,
4. I don't acre fi I nerev egt bcka!
5. hTen ti's toor, toor, toor, for hte hmoe etam,
6. If htey dno't win it's a hsame!
7. For it's noe, wto, htree stirkes, yuo're uot!
8. tA hte ldo blla gmae!

Write the song here!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

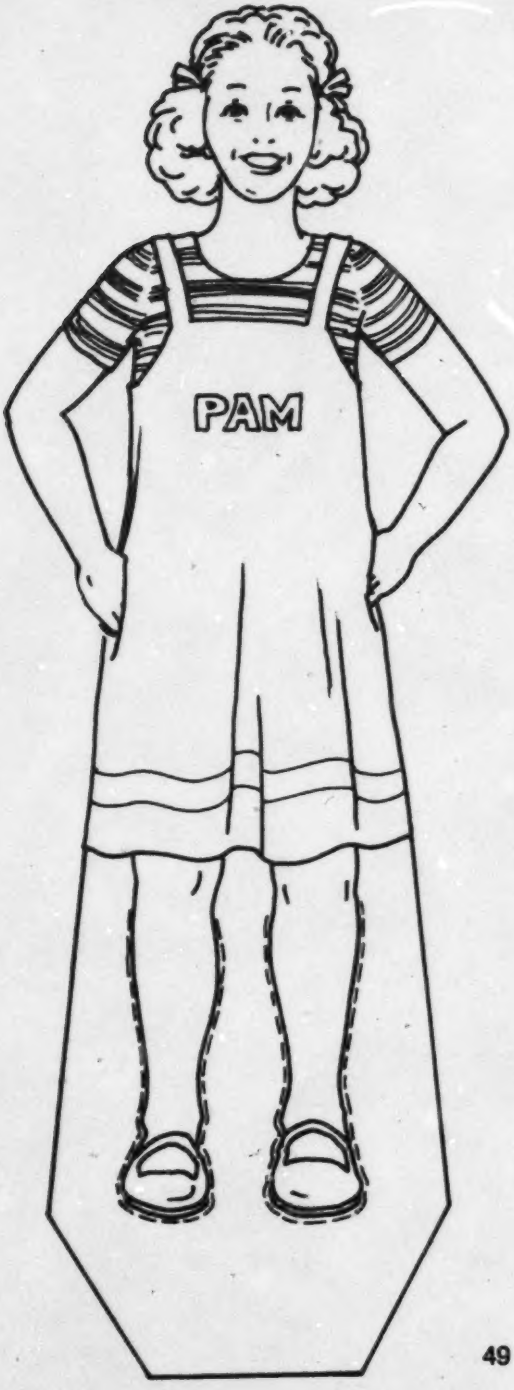
ACTIVITY #8

Circle the parts in Picture 2 that are different from those in Picture 1.



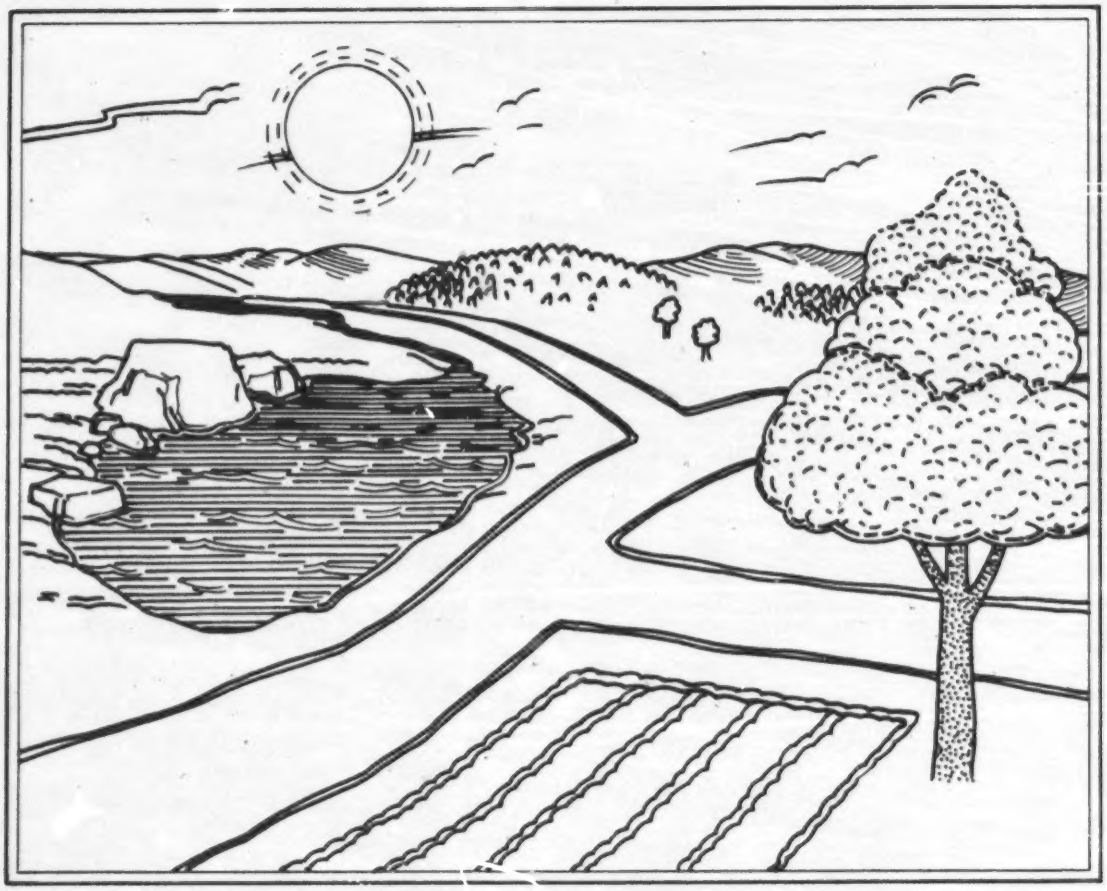
ACTIVITY #9

Color and cut out your friends Pam and Pat.



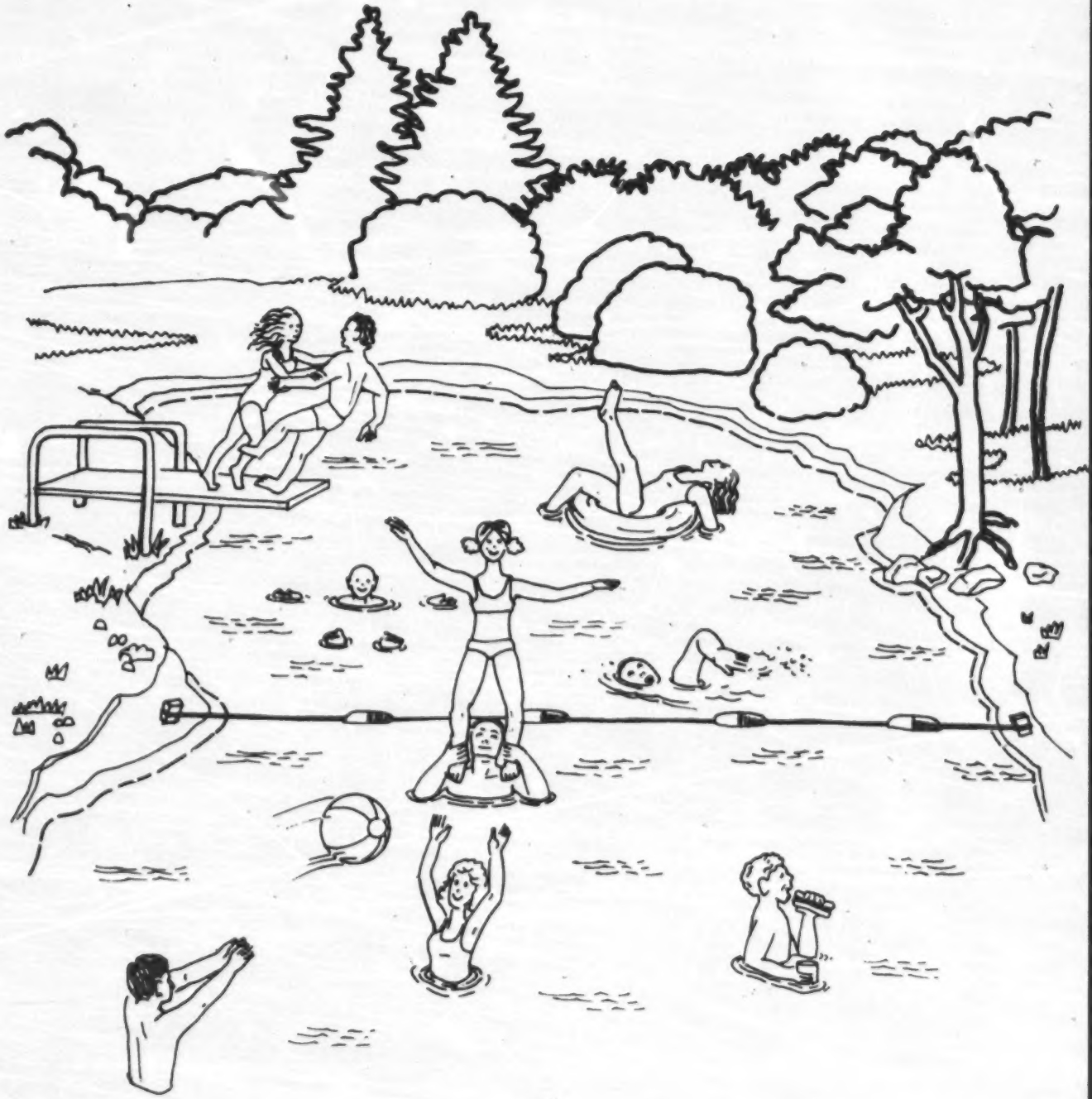
ACTIVITY #10

Put these objects in the picture below.



ACTIVITY #11

Circle the broken safety rules.



ACTIVITY #12

Some of the words below have boxes around them. Put a circle around the correct vowel sound for each of these words.

1.	It is important to keep a [hotel]	ē	ĕ
	[clean.]	ē	ĕ
2.	A cleaner uses a [duster.]	ū	ŭ
3.	Cleaners [change] the sheets.	ā	ă
4.	Cleaners wash the [tub.]	ū	ŭ
5.	People give the cleaner a [tip.]	ī	ĭ
6.	I want to work in a [hotel.]	ō	ŏ

ACTIVITY #13

Put these pictures in order. Paste them on another paper.

Cutting hair

Washing hair

Beautiful Me!

Setting hair

ACTIVITY #14

Fill in the answers.

1. _____

2. _____

3. _____

4. _____

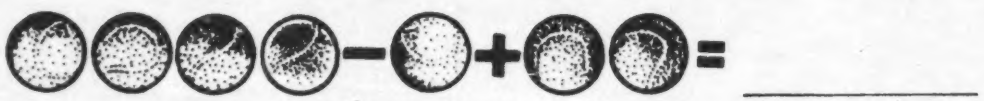
5. _____

6. _____

7. _____

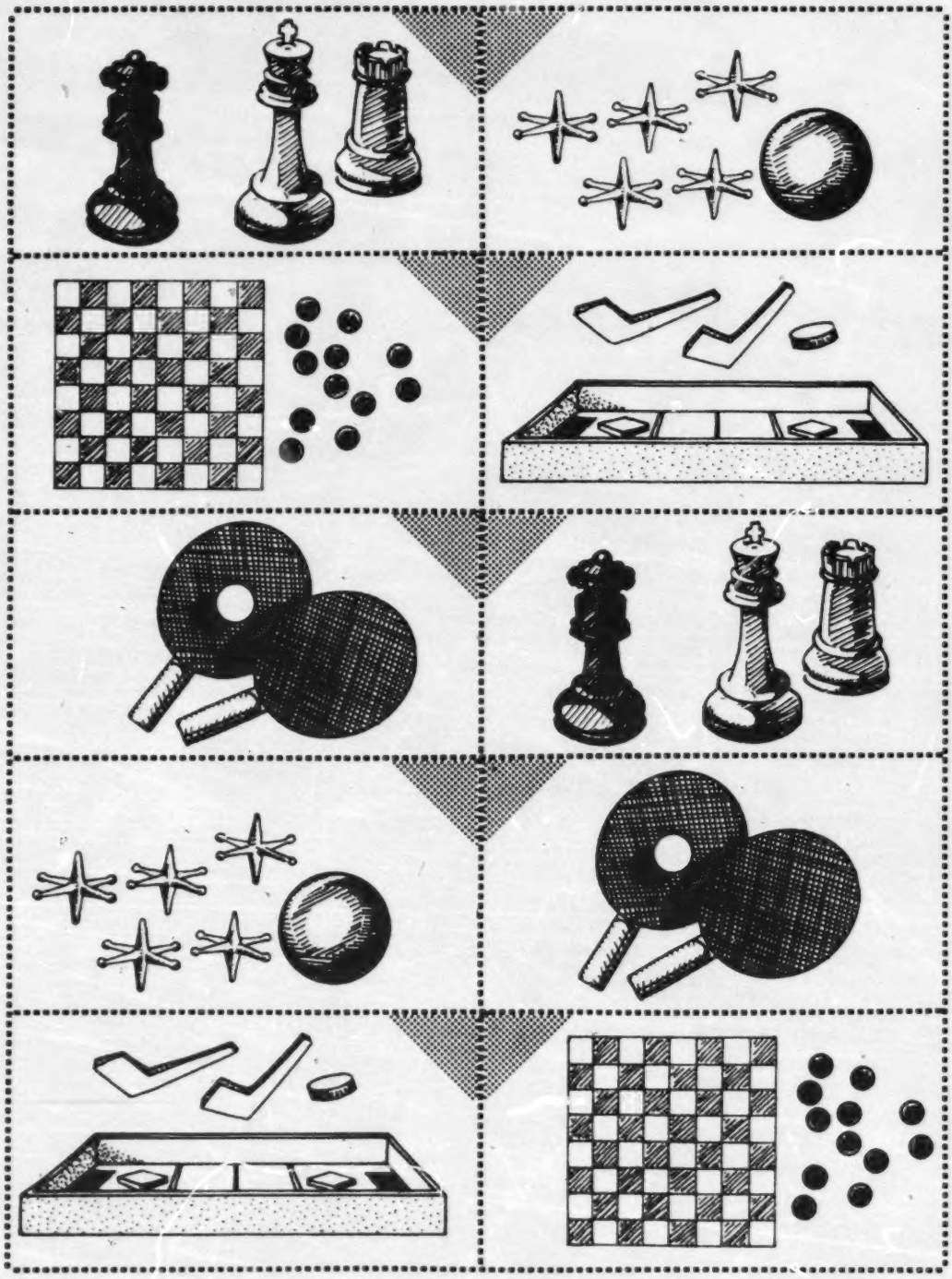
8. _____

9. _____

10.  _____

ACTIVITY #15

Match Game



ACTIVITY #16

Choose the right word to complete each sentence and write it in the empty space.

1. A hotel manager _____ the other workers.

   hides hires

2. A hotel manager can be a _____ or woman.

   man mouse

3. A manager is called the _____.

   boss bean

4. A manager sits at a _____.

   desk door

ACTIVITY #17

Draw the food on this menu.

MENU

Hamburger

Hot dog

Soda

French fries

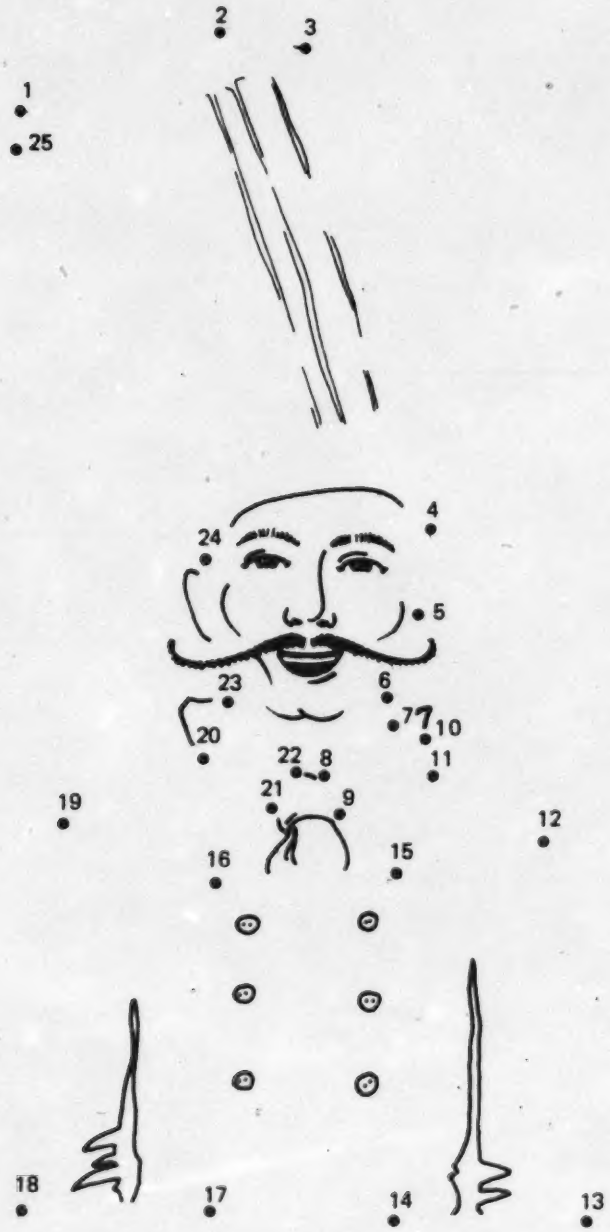
Ice cream

Pizza

Tea

ACTIVITY #18

Connect the dots to see the chef.



ACTIVITY #19

Make a puzzle from this picture.

ACTIVITY #20

Circle the picture that fits into the sentence.

1. A swimming instructor teaches people to

2. A desk clerk uses a

3. A cleaner uses a

4. A baseball coach has a

5. In the game room they play with

6. A recreation director is in charge of

7. A trail guide might wear

8. A dancing teacher might teach

9. A theater has a